

## Start of Exam - 5 mins



1. Read the glossary
2. Label the top of each source with the question that it relates to
3. Read Source Focus on just understanding what is going on.

## Q1- 5mins True or False AO1

1. Read the INSTRUCTIONS about how to shade VERY carefully (this is marked electronically and must be shaded right!)
2. Read ALL the statements BEFORE selecting.
3. Eliminate those you know are definitely wrong.
4. Re-read ALL of the sentence of the ones you think are correct – make sure.

## After Q1 - 5 mins

1. Read the glossary
2. Read Source B WITHOUT looking at the questions. Focus on just understanding what is going on.

## Q2- 10mins Compare AO1

### Planning the answer:

- On the question underline whether you are being asked to look for similarities or differences.
- Underline the part of the question that tells you what you have to comment on. E.g. 'things to see and do'
- On the sources underline quotations that link to the **focus** of the question.
- Match the pairs of quotations that allow you to show the most inference.
- Ensure you include inference in your response.

### When writing the answer:

In Source A, we learn about/that {question focus} is ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.) **Comparative Phrase** In Source B, we learn about/that ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.)

# Writers' Viewpoints and Perspectives Language Paper 2 (1h 45m)

## Q3 - 15mins HOW AO2

### Planning the answer: MAKE sure you are writing about the right source and the right lines.

- Underline the part of the question that tells you what you have to comment on. E.g. 'how does Dickens use language to make the reader feel part of the fair'
- Identify the purpose of the language linked to the question (persuasive, descriptive, inclusive).
- On the insert scribble a reminder of devices you'd expect to see:
  - Words and phrases
  - Language features (e.g. imagery or persuasive techniques)

### When writing the answer:

- Write an establishing sentence linking to the question.
- Write three paragraphs

Eg. *In Source B, Dickens makes us feel part of the fair by using sensory imagery such as 'bellowing of speaking trumpets'. This allows the reader to more easily visualise themselves at the fair. The personification of 'the speaking trumpets' captures the liveliness of the scene. Coupled with the adverb 'gaily' in 'stalls lighted gaily' the readers' senses are awakened. The cumulative effect of the imagery evokes the lively atmosphere of the fair.*



## Q4- 20 mins HOW COMPARISON AO4

### Planning the answer:

- Draw a box around the phrase that says, 'you need to refer to'. Make sure you know which lines from each source you are writing about.
- Underline if you are being asked for differences or similarities.
- Circle the attitude word and the focus of the question. (attitude/viewpoint/perspective/experience)

### Consider

How the writer feels/thinks about...

- What the writer focuses on/draws our attention to
- What is the writer's tone? How do they come across?
- Do they have a particular bias towards anything?
- What are their opinions?

### Mode

Passive or active;  
Observational  
Documentary style: intrusive or impartial  
Highly opinionated - critical, sympathetic  
Reflective

### When writing the answer:

Write an opening sentence that clearly refers to the question. Ensure you compare.



## Q5- 45mins Transactional writing AO5 AO6

### Planning the answer: 15mins

31. Underline the **topic/audience/purpose** in the question.
32. STEAL good vocabulary from the extract you have read and think of others
33. Bullet point/mind map your ideas and then number them in the order you are going to write them in. **Think about circular structure.**
34. If it is argue or persuade, open with a rhetorical question, controversial idea or emotive imagery and return to this at the end.

### When writing the answer: 30mins

40. Write each paragraph with an idea of which techniques for the question purpose you are going to use.
41. Start each paragraph in a different way:
  - Verb: 'ing' / 'ed' word
  - Adverb: 'ly' word
  - Adjectives: describing word
  - Preposition 'on' / 'next to'



### Proof ready your work

- Read forwards to find missing words and punctuation.
- It is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

## Q5 - LETTER

- Dear Sir/Madam or name
- Addresses
- Date
- Paragraphs
- Yours sincerely/faithfully

## Q5 - ARTICLE

- Clear/apt/original title
- Strapline / subheading
- Subheadings
- Introductory paragraph

## Q5 - Text for a LEAFLET

- Clear/apt/original title
- Organisational devices such as inventive subheadings or boxes
- Bullet points

## Q5 - Text of a SPEECH

- Clear address to audience
- Rhetorical indicators that an audience is being addressed throughout
- A clear sign off, e.g. 'Thank you for listening'

## Q5 - ESSAY

- An effective introduction and conclusion.

## Q5 - EXPLAIN

- AFOREST
- range of reasons
- range of appropriate detail
- specific examples of different kinds to support explanation
- range of responses to 'why'
- range of responses to 'how'
- different points expanded and linked

## Q5 - ARGUE

- AFOREST
- formal language
- balanced sentences
- people's opinions (real or made up)
- specific examples of situations
- range and variety of points
- **countering opposing points of view**
- a neat conclusion

## Q5 - PERSUADE

- AFOREST
- emotive language
- apparent balance
- mixture of first, second and third person
- some short sentences
- identify with audience by using 'we'
- perhaps some attempt to shock reader into agreement
- varied choice of adverbs and adjectives
- some 'literary' devices such as alliteration, groups of three

## Q5 - INSTRUCT / ADVISE

- AFOREST
- formal language
- close relationship with audience providing reasons for a course of action
- empathy with the audience's problem
- several suggestions about what to do
- use of modal verbs (e.g. might, could should)
- build the confidence of the reader
- address the reader directly in the second person (you)
- use imperatives (e.g. 'you should', 'make sure that you', 'be careful')
- raise questions and give answers
- lead to a clear conclusion about action to be taken